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ABSTRACT

This report of the Task Force on Teacher Education in Missouri focuses on producing a high-quality cadre of teachers. The report is organized around three themes: (1) supply and demand of teachers, teacher recruitment, and selective admission; (2) appropriate preservice preparation of teachers with academically rigorous teacher education programs; and (3) certification, induction of beginning teachers, and the professional development of teachers. (JD)

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PREFACE

Governor John Ashcroft created the Missouri Opportunity 2000 Commission in December 1985. He appointed 30 commissioners representing business, civic and volunteer leadership, labor, academia, local education, health care, the media, and state, local and federal government. The Commission was charged to "explore the role of economic development, education, health, and quality of life . . . as each . . . relates to Missourian's expectations and aspirations about the future . . . ." Two distinguished Missourians, the Honorable Roy D. Blunt, Secretary of State, and Mr. John Poelker, a former mayor of the city of St. Louis, serve as co-chairs of the Commission. Mr. Greg Hartley was appointed as the Commission's Executive Director.

The Commission divided the work among four committees: economic growth and development, education, employment, and health and quality of life. As the Commission explored the opportunities that await Missouri, it became apparent that educational achievement of the individual and the quality of education being provided by Missouri school systems was a major linkage among all the issues being contemplated. Whether the Commission was considering employment, workplace, or economic development issues, health care, family structure, mental health, or productivity, many of the discussions revolved around education.

The Education Committee is co-chaired by Dr. Jay Barton, Vice President of Academic Affairs at the University of Missouri and Dr. William Danforth, Chancellor of Washington University. Ten other members of the Commission serve on the Committee. The goal of the Education Committee is to identify and suggest Missouri-specific recommendations around which an action-oriented concensus can be built that will result in both immediate and long-term policies that will have

a positive impact on the resolution of many of the issues being considered by the Commission.

Members of the Commission acknowledged that there is a vital linkage between the quality of pre-collegiate education and higher education that must be taken into account when policy initiatives are considered. Further, it is acknowledged that teachers are the critical variable in the formula for educational excellence; therefore, policy recommendations to improve teacher quality and teacher education programs take on special significance.

W. R. Miller, Dean of the College of Education, University of Missouri-Columbia, served as a resource person to the Commission in the area of education. Dean Miller was asked by Dr. Jay Barton and Mr. Gregg Hartley, Executive Director of the Commission, to establish a study process that would result in a careful examination of the issues facing teacher education which could have implications for change as Missouri moves into the twenty-first century. Subsequently, a 30-person Task Force on Teacher Education was appointed to represent a wide array of groups with interest in teacher education, e.g., higher education, business, state and local education agencies, and education organizations (see Appendix). A Steering Committee from the Task Force assisted the Chair in setting the agenda and planning Task Force activities. The following individuals from the College of Education, University of Missouri-Columbia, served as the Resource Team for the Task Force:

Dr. Jo Behymer, Associate Professor
Dr. Charles D. Schmitz, Professor
Dr. Lynda West, Associate Professor
Mr. Don Zancanella, Graduate Assistant

SECTION I. OVERVIEW OF THE ISSUES

The report of the Task Force on Teacher Education offers a series of recommendations for teacher education reform that can provide assurance that Missouri's schools will have an increasingly high-quality cadre of teachers for the children of the twenty-first century. Producing a highly qualified, committed, professional teaching force will require attention to the professional development of teachers, the conditions for professional practice in schools, and the further development of teaching as a profession.

The report is organized around three themes: (1) supply and demand, recruitment, and selective admission; (2) appropriate preservice preparation of teachers; and (3) certification, induction, and the professional development of teachers. Supply and demand issues are especially critical since there must be not only an adequate number of teachers for Missouri's future, but teachers of high quality as well. As standards are raised, teaching must be made a better paying and more attractive profession or additional shortages will result. New methods of funding education must be developed, and the temptation to lower standards in the face of impending shortages must be resisted. The preservice preparation of teachers must be founded upon a continually evolving research base and must integrate general education and subject matter preparation with professional and clinical studies. Good teaching must be recognized as more than the transmission of knowledge. The professional development of teachers must be guided by a vision of teachers as skilled professionals whose job is one of the most complex and demanding in society.

Missouri's future depends upon schools that will prepare its children to become productive and well-informed citizens. Teachers hold the key to the achievement of this goal. It is imperative that Missourians begin today to prepare the teachers the state will need tomorrow.

SECTION II. THE PROCESS USED IN DEVELOPING THE RECOMMENDATIONS

As a result of concerns expressed by the Commission's Committee on Education, Mr. Gregg Hartley, Executive Director for the Missouri Opportunity 2000 Commission and Dr. Jay Barton, Co-Chair of the Education Committee, requested that Dean W. R. Miller conduct a careful study of issues related to the preparation and professional development of teachers. Subsequently, Dean Miller met with members of his faculty at the University of Missouri-Columbia to identify several possible issue areas and outline a strategic plan for establishing a Task Force on Teacher Education. It was determined that a Steering Committee and a Resource Team would be helpful in expediting the work of the Task Force. In August, an invitation for membership on the Steering Committee (see Appendix) was sent to selected representatives from teacher education, public school personnel, and Missouri business and industry. Following a meeting of the Steering Committee, in which a strategic plan for meeting the charge from the Commission was finalized, invitations were extended and the Task Force was established (see Appendix).

The Task Force on Teacher Education held three two-day meetings during the months of October, November, and December, 1986, to discuss the issues related to teacher education and formulate recommendations to be submitted to the Education Committee of the Missouri Opportunity 2000 Commission. Summaries of a number of major education reports were distributed to all members of the Task Force prior to the first meeting (see Appendix).

Each of the three meetings followed a similar format with a planning session of the Steering Committee and Resource Team on Thursday afternoon prior to the meeting of the entire Task Force. The Task Force was convened again on Friday morning with the session ending by noon.

The Task Force received its formal charge at the first meeting on October 16 and 17 by its chair, W. R. Miller. The Task Force was divided into three groups. With the aid of a moderator, facilitator and a recorder, each group "brainstormed" the various issues related to teacher education and their relationship to the economic development of Missouri and the quality of life for all Missourians.

Following the first meeting, at which time the issues and concerns were discussed, delineated and more carefully defined, a summary of the conclusions reached by the three discussion groups was developed. This summary statement was mailed to each member of the Task Force for review prior to the meeting scheduled for November 13 and 14.

The meeting of November 13 and 14 began, following a planning session of the Steering Committee, with a speech by Dr. Willis Hawley, Dean of the Peabody School of Education at Vanderbilt University in Nashville, Tennessee. After Dr. Hawley's speech and a short question and answer period, the Task Force members assembled into discussion groups. With the summary statement of issues and concerns from the previous session as a base, the Task Force began to discuss potential recommendations for dealing with the issues and concerns. These discussions initiated on Thursday evening were continued on Friday morning, November 14.

Following the November meeting, the Resource Team again summarized the results of the discussion sessions. The summary took the form of tentative recommendations with a rationale statement for each. The summary was sent to Task Force members for review prior to the December meeting.

For the Thursday evening and Friday morning sessions of December 11 and 12, the Task Force met as a committee of the whole. Numerous suggestions for changes in text were made as each of the proposed

recommendations was given careful consideration. After the Task Force concluded its discussion of the recommendations, the format for the final report was determined.

During the week of December 15, 1986, the Task Force Resource Team, under the direction of the Task Force Chair, Dr. W. R. Miller, prepared the final report. The report was submitted to Mr. Gregg Hartley, Executive Director of the Missouri Opportunity 2000 Commission, and to Drs. Jay Barton and William Danforth, Co-Chairs of the Education Committee of the Missouri Opportunity 2000 Commission, as well as to the membership of the Task Force.

SECTION III. RECOMMENDATIONS

I. SUPPLY AND DEMAND, RECRUITMENT AND SELECTIVE ADMISSION

ASSUMPTION: To deal effectively with the current and projected shortage of qualified teachers, vigorous and effective recruitment strategies and incentives will have to be developed to attract the best and brightest to the teaching profession. In addition, alternative methods of funding education must be developed.

1. The monetary rewards of teaching must be increased significantly and then maintained at a level competitive with professions requiring comparable training if Missouri expects to attract and retain the best and brightest in the profession.

The teacher salary minimums mandated by the Missouri Excellence in Education Act must be seen as only the beginning of an aggressive, ongoing effort to provide competitive salaries.

Salaries of Missouri teachers still lag far behind the national average. According to a recent study conducted by the American Federation of Teachers, Missouri's average teacher salary for the 1985-86 academic year was more than $3,000 below the national average. Missouri ranked 36 of 50 states and the District of Columbia. Governor Ashcroft and the General Assembly have made a start in their efforts to raise teachers' salaries, but the effort must continue if the reform effort in Missouri is to succeed.

One of the major stumbling blocks to higher teacher salaries is the way public education is funded in Missouri. For example, the requirement that at least two-thirds of the citizens in a school district vote to approve bond issues above a specified level is an impediment to educational reform. The improvement of the educational system in Missouri will be dependent, to a large extent, on the ability of local districts to obtain the funding necessary for the improvement of their schools. If local property tax continues to be the primary basis for local funding of education, it is unlikely that adequate funding will be available unless the two-thirds majority requirement for approving local bond issues is replaced with a simple majority requirement.

2. More effective models for determining both the supply and demand of teachers must be developed.

The predicted teacher shortage and increasingly high standards in teacher preparation programs will make issues of supply and demand especially pressing in the coming years. While it is difficult to predict the precise magnitude of the coming shortage, the Carnegie

Forum concluded that between 1986 and 1992, 1.3 million teachers will have to be hired nationwide (Carnegie Forum). Federal estimates are that by 1991, the supply of new teachers will be only 68 percent of the demand (Governor's Report). Missouri is already experiencing shortages in a number of teaching areas (e.g., mathematics, science, special education, and the language arts). The general shortage of teachers will be in evidence in most teaching areas by the early 1990's. A failure to address issues of supply and demand will result either in classrooms without teachers or in unqualified teachers in classrooms. The Department of Elementary and Secondary Education in conjunction with experts in labor economics must begin to develop models which can provide a more cogent picture of the forces of supply and demand.

3. **More effective efforts must be made and incentives provided for attracting and retaining members of minority groups in the teaching profession.**

There is currently a conspicuous shortage of minority teachers. While carefully conceived recruitment efforts can help, this problem can ultimately be solved only if it is addressed throughout the educational system. "At the heart of the issue," says the report of the Carnegie Task Force on Teaching as a Profession (1986), "is the need to increase the flow through the educational pipeline of members of minority groups so they can join the pool of eligible candidates." In the short run, incentives in the form of special scholarships appear to offer the greatest promise.

Minorities currently make up close to 25 percent of the elementary and secondary school population nationwide, and estimates are that by the year 2000, one-third of all Americans will be a member of a racial minority. Missouri will experience comparable growth in the proportion of minority citizens. All children must experience teachers of many races and backgrounds in positions of power, authority and respect if children are to function effectively in a culturally diverse society.

4. **Admission to and graduation from teacher education programs should be based on rigorous academic and performance standards.**

The National Commission for Excellence in Teacher Education, chaired by University of Missouri President C. Peter Magrath, has called for teacher education to "move beyond even the very best programs now in existence." Such programs, the Commission suggests, will demand demonstration of knowledge at three levels: before admission to the teacher education program, before approval for student teaching, and

before graduation from the teacher education program. Assessment of student competence must be broadly based, carefully designed, and free of cultural bias. The methods used must consider the complexity and diversity of the competencies needed by teachers. Furthermore, it must be recognized that higher standards for entry and graduation will diminish the supply of teachers unless accompanied by substantially higher salaries.

5. **Efforts must be made to educate the public about the value and accomplishments of teachers and the complexity of teaching.**

One of the most problematic barriers to teacher recruitment is the profession's lack of status. As long as teaching is perceived by many as a low status occupation, it will remain difficult to attract the best and the brightest into the profession. There must be concerted efforts at the school, district, and state levels to demonstrate to the public both the importance of teaching and the expertise required to be a good teacher.

6. **Additional ways of attracting people into the profession should be explored. Incentives, such as grants, relevant work study, internships and low interest/forgivable loans, should be made available to attract and retain outstanding students to the teaching profession, particularly in areas of critical shortage. In addition, teachers at all levels must recognize the important role they can play in encouraging talented students to enter the profession.**

The time when teachers could be found in abundance has passed. Some subject areas such as mathematics and science have already begun to experience alarming shortages, and other areas will soon follow. One way to increase the number of students in teacher education programs is to provide attractive levels of financial support to qualified students so they will give teaching special consideration when making their education and career plans. The state must provide funds for incentive programs and work in concert with colleges of education to find effective ways of attracting new people into the profession. Finally, teachers at all levels must begin to speak forcefully about the importance of teaching and the rewards of being a teacher. Indeed, teachers have an obligation to their profession to see that some of the best of their students consider teaching as a career.

II. THE APPROPRIATE PRESERVICE PREPARATION FOR TEACHERS

ASSUMPTION: Programs of preservice teacher education must be academically rigorous and structured according to the body of professional knowledge and practice. Sufficient resources must be assigned to teacher education to provide programs of the highest quality.

1. **Programs of teacher education, located in colleges and universities, should be designed to develop the cognitive, psychomotor and affective competencies expected of teachers. The program of teacher education should include significant instruction about the knowledge, teaching skills and behaviors which future teachers will need to be successful when they begin their actual teaching assignments.**

   We must begin a vigorous dialogue regarding the competencies expected of teachers and programs of teacher education that develop these competencies. The body of information that research has begun to forge about the knowledge, teaching skills, and behaviors necessary for success in the classroom should be the foundation of this dialogue. Decisions about program reform need to be grounded in the knowledge base related to teaching and learning.

2. **Subject matter preparation for majors in teacher education programs must be equivalent to subject matter preparation for non-teaching majors.**

   Teachers need a firm grasp of the content they teach. Prospective teachers need courses in a subject area equivalent to, but perhaps distributed differently, the subject matter studies of students majoring in fields other than teaching. For example, an English major and and English education major should take an equal number of English courses, but the respective pattern of courses may need to be tailored to their respective career goals.

3. **Pedagogy and subject matter in programs for teacher preparation must be integrated more effectively.**

   Connections between <u>what</u> to teach and <u>how</u> to teach must be emphasized. The report of the University of Missouri "Partnership" Conference (1985) suggests that one way to do this is to emphasize the role that faculty in colleges of arts and sciences play as models for prospective teachers. As James Conant

pointed out as far back as 1963. the study of chemistry and teaching chemistry to high school students are fundamentally related. Arts and sciences faculty and professional education faculty must recognize this shared responsibility.

4. **A well-rounded general education is an essential part of a teacher's education and needs appropriate emphasis. However, there is a need for a better conceptualized understanding of the necessary characteristics of the general education component, as well as better integration between general education and basic skills courses that teacher education students take when completing arts and sciences requirements.**

   The report of the National Commission on Excellence in Teacher Education (1985) states that "each teacher education program should be an exacting, intellectually challenging integration of liberal studies, subject specialization from which school curricula are drawn, and content and skills of professional education." Such an "integration" requires not simply more of any one part of the curriculum, but a careful articulation among parts. Colleges and universities must analyze the general education component of teacher education programs and see that prospective teachers graduate with strong communication skills and a broad understanding of the history, culture and values that undergird our society.

5. **Teacher education must become an all-campus priority. Partnerships with specific outcomes must be developed between the faculty of schools and colleges of education and their colleagues across campuses. The teacher education enterprise must become a shared venture and not an isolated one.**

   University leadership needs to find structural means to integrate the arts and sciences, as well as other related disciplines, with professional education and to increase the interaction among them so that teacher education spans the entire university. Possible partnerships include (1) joint appointment of selected individuals to the faculties of the disciplines (e.g., arts and science, agriculture, home economics, business) and professional education, (2) joint committees to determine requirements in general education and the teaching specialty and (3) a leadership commitment by campus administrators. Incentives should be provided to institutions that successfully create these partnerships.

6. **Colleges and universities must establish substantive working relationships with Missouri's schools in order to expand inservice training opportunities, to allow staff exchange activities, and to enrich clinical training experiences for prospective teachers to improve the instruction of children.**

Any real reform of teacher education must involve the creation of more substantial interaction between colleges and universities and Missouri's schools. Such interaction must be a two-way process in which public school personnel receive encouragement and rewards for involvement with colleges and universities, and in which college and university personnel receive encouragement and rewards for involvement with schools. Colleges and universities should recognize the importance of interaction with schools in their promotion and tenure decisions.

7. **Following the completion of a teacher education program and the awarding of an initial certificate, new teachers should complete a successful induction period of at least a year's duration for which compensation is provided. This should include a professional development plan that is administered by the school district.**

Shulman and Sykes (1983) support the concept of an induction year because it provides support for new teachers as they enter the profession: "Rather than a sink-or-swim experience, the first year of teaching becomes an extension of the training program and establishes a further check point in the selection process. Costs may be spread among the university or college, a school district, and individual teachers so the burden on anyone is not onerous. Such a scheme tilts preservice education toward an apprenticeship model emphasizing practical experience with professional support in the teacher's classroom without eroding the time devoted to academic preparation." Carefully implemented induction programs will link teacher preparation programs with local schools in a meaningful, substantive fashion while helping beginning teachers improve the quality of their teaching during the crucial first year.

8. **The clinical component is an essential element of teacher education programs. The clinical experience of pre-service teachers should be completed in carefully selected schools under the supervision of mentor teachers.**

Clinical experiences of the highest quality are essential for excellence in teacher education. Both the Holmes Group and the Carnegie Task Force have suggested that clinical experiences for pre-service teachers be based on reciprocity between research and

practice, experimentation, systematic inquiry, and commitment to teaching strategies for a broad range of children. Such carefully structured and monitored experiences could best be completed in schools that have made a special commitment to teacher preparation. Mentor teachers must be recognized and rewarded for their contribution to the education of teachers.

9. **Funds (e.g., incentives, grants) must be made available for conducting research in order to expand the body of knowledge related to education and teacher education.**

One of the marks of the maturation of the education profession has been the recognition of the importance of basic research in building a body of professional knowledge. The development of exemplary teacher education programs depends upon continuous, deliberate, and open-ended research directed toward the solution of educational problems including the preparation of teachers. Business and industry spends funds on research because it can expect long-term returns. The same is true of agriculture, engineering, medicine and the basic sciences. Unfortunately, adequate funding has not been available for educational research to improve the education of our children and their teachers.

10. **The State of Missouri should encourage and assist the development and evaluation of experimental teacher education programs.**

At present, no single best model for teacher education exists. The current debate about teaching and teacher preparation should spawn a variety of experimental approaches, and such experimentation should be encouraged and supported. Carefully developed and evaluated programs will enrich our knowledge about how best to educate teachers.

III. CERTIFICATION, INDUCTION, AND THE PROFESSIONAL DEVELOPMENT OF TEACHERS

ASSUMPTION: Certification standards for teachers must be rigorous. They must demand a strong general education background and depth of preparation in the teaching specialty, as well as a professional component based upon an identifiable and defensible body of professional knowledge and practice. The continued professional development of teachers requires collaboration between universities and local school districts.

1. **The elimination of the life teaching certificate by the General Assembly of the State of Missouri is recognized, and its replacement by a phased certification process is, hereby, strongly endorsed.**

   Prior to legislation adopted in 1984, Missouri was one of the very few states of the union which still followed the archaic practice of issuing life teaching certificates. Clearly, any true reform in teacher education in Missouri would necessitate the elimination of the life certificate. The new state mandated practice of requiring phased certification over time, in which commitment and scholarship on the part of the professional teacher is rewarded, is to be applauded.

2. **Alternative models and methods of certificating highly qualified teachers, which maintain or enhance the standards of the profession, should be explored.**

   As a result of current and projected teacher shortages in Missouri, there will be substantial pressure to alleviate the shortage through alternative methods of certification. Such models should not be dismissed, but should be analyzed carefully with attention given to their long-term effect on the education of Missouri's children. The position statement on alternative certification, drafted by the American Association of Colleges of Teacher Education (1985), encourages alternative routes to certification only if the accepted standards of the teaching profession are maintained or improved. "Alternative" should not be interpreted to mean "sub-standard." In addition, an alternatively certificated teacher should be a college graduate, have a strong content base, be able to be brought up-to-date, and prepared adequately in theory and practice to be "safe to practice" as a professional teacher in the classrooms of Missouri's public schools.

3. **The practice of issuing emergency and/or temporary certificates must be severely restricted because it undermines the quality of education.**

The current and future teacher shortages in Missouri will put great pressure on schools to find teachers to fill classrooms. The issuance of emergency certificates to unqualified teachers should not be used to address the current and future shortage of classroom teachers in Missouri. There are, however, legitimate instances where the issuance of a temporary certificate might be appropriate. For example, a person fully certificated in another state who is not fully certificated in Missouri could be, in selected instances and for a specified period of time, issued a temporary Missouri teaching certificate. Other alternative models for issuing temporary or emergency certificates should be explored, but any alternative should be used sparingly and not become a method of certificating sub-standard teachers. Governor Ashcroft and his colleagues, in their report entitled The Governor's 1991 Report on Education (1986), warns of some of the dangers inherent in the practice of issuing temporary or emergency certificates. Their warnings to restrict severely the issuance of such certificates should be heeded.

4. **In order to increase reciprocity among states, the establishment of national standards for teacher certification should be encouraged.**

The Governor's 1991 Report on Education (1986) supports the convening of a planning group to establish a national board of standards under the auspices of the Carnegie Forum on Education and the Economy. The Missouri Department of Elementary and Secondary Education should play an active role in studying the desirability and feasibility of Missouri's participation in a national system of certification. Classroom teachers should have substantial input into any deliberations on questions of certification.

5. **Greater and more varied opportunities for personal and professional development should be made available for elementary and secondary teachers so that they can consistently improve their practice.**

Teachers must be afforded opportunities to grow throughout their careers. Keeping abreast of the latest developments in the field must become a central concern if a truly professional teaching force is to develop. Possibilities include scholarships and paid leaves for academic study, enhanced and expanded in-service training opportunities, and staff exchange

opportunities with other schools, colleges and universities. Missouri should set as one of its top priorities the improvement of its system for the professional development of teachers. Professional development programs which go beyond expanding awareness to achieving competence should be especially promoted.

6. **A cadre of experienced teachers, who remain in the classroom, should be selected from among the best elementary and secondary teachers to (1) act as mentors for new teachers, (2) design curriculum, (3) participate in school decision making, and (4) provide input for the development of teacher certification standards.**

Perhaps the greatest educational resource in the United States is the classroom teacher. Unfortunately, all too often this great resource is never consulted on matters concerning curriculum, certification standards, and school decision making. In addition, mentor or master teachers are oftentimes the single best resource to provide support to beginning teachers. The truly gifted and talented teachers of Missouri should be identified, utilized more frequently in areas in which they are expert, and substantially rewarded in both monetary and non-monetary ways. It is, however, essential that these mentor or master teachers remain in the classroom. They can lead and inspire best when others can view them as models.

7. **In order to enhance school environments, teachers must be given a more substantial role in school decision-making.**

The Governor's 1991 Report on Education suggests that incentives be created for schools and districts willing to apply and test the body of research-based knowledge about effective school organizations. The Missouri Department of Elementary and Secondary Education sponsored "Effective Schools Research" program is designed to provide school personnel with the current research regarding effective schools. For example, classroom teachers could become involved in school decision-making through administrative advisory councils or other types of faculty councils as recommended by the effective schools research program. Teacher involvement in school decision-making makes a more effective school environment.

8. **The present practice in Missouri of giving teachers substantial responsibility in the development of the certification standards of their own profession should be continued.**

One of the traditional marks of a profession is substantial participation in certification and licensing. The support of Governor Ashcroft and the General Assembly of Missouri in creating the Missouri Advisory Council for the Certification of Educators (MACCE) is an important mechanism for involving teachers in the development of standards for their own profession. Such continuing enfranchisement will insure that certification standards for teachers will make use of the teachers' knowledge of what teachers need to know and be. Missouri has assumed a leadership position in allowing teachers to become involved in the development of standards for their profession. This positive trend should continue.

9. **Prospective teachers should be required to demonstrate competency in their teaching field before being eligible for a certificate. The demonstration of competency should include a test with significant written and oral communication components.**

Exit assessment requirements from approved teacher education programs in Missouri is provided for in Section 168.400 of the Excellence in Education Act of 1985. The concept of "exit assessment" is a valid concept which should be implemented as specified in the law. However, while the importance of a paper and pencil test covering the knowledge required in the teaching field is supported, it is equally important to emphasize that a teacher's knowledge of a subject must be coupled with the ability to communicate effectively that knowledge in both oral and written forms. The ability to communicate is central to the teaching act. Evertson, Hawley, and Zlotnick (1985), in their review of research on teacher education, suggest that there is strong support for the idea that teachers or teacher candidates' verbal ability is related to student performance.

10. **The first two years in a beginning teacher's experience are extremely important. Consequently, beginning teachers need to be assigned an appropriate workload, provided supervision, and given adequate support during these early years.**

The time has come to stop the destructive pattern of giving new teachers difficult assignments and expecting them to sink or swim. Habits and strategies learned in a teacher's first year may persist for many years thereafter. Without time to reflect and

sufficient supervision, many of the habits and strategies learned may be dysfunctional. According to Howey (1983) new teachers have the following needs:

a. ample time to study and reflect upon his or her teaching.
b. assignment to a mentor.
c. systematic and continuing feedback about development in the teaching role.
d. orientation to both the "system" and the community, especially assistance in understanding the social and political dimensions.
e. a well-delineated, developmental sequence of broadened responsibilities over time.

Unless provision is made to meet the needs of beginning teachers, the economic impact on the local districts and the State of Missouri will continue to be substantial. It is very cost effective to provide for the needs of new teachers. The costs associated with beginning teacher assistance programs could be high, but turnover among the teaching corp is counter productive to the drive toward educational excellence and not at all cost effective.

11. Much greater emphasis should be placed on creating a positive climate in which teachers can work more effectively.

The Missouri State Board of Education emphasized in its 1984 Action Plan that "Any reform program Missouri adopts will be meaningless without well-trained, devoted teachers to carry it out." While changes in colleges and universities may insure a supply of well-trained teachers, teachers in the profession will be devoted to excellence only if local schools take advantage of the opportunities for improvement.

The Carnegie Task Force on Teaching as a Profession suggests that professional environments must provide teachers more professional autonomy; a greater role in school decision-making, especially regarding matters of curriculum and improvement of teaching; and more time for reflection, planning, and discussion. Effective schools have positive environments in which to work. Effective schools are cost effective and contribute enormously to the economic well-being of Missouri.

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APPENDIX

Members of the Task Force on Teacher Education

Strategic Plan

Letter of Invitation to Task Force Membership

Educational Reform Reports Summarized

Resource Team for Task Force

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* Dr. John Martin	Conference on Education (rep) Director of Personnel University City School District 52 Pricewoods Lane St. Louis, MO 63132
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* Steering Committee Members

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Dr. Gerald Troester	Missouri Association of School Administrators Superintendent of Schools St. Joseph Public Schools 10th and Felix St. Joseph, MO 64501
* Dr. Bob Watkins	Deputy Superintendent Independence Public Schools 1231 S. Windsor Independence, MO 64055

*Steering Committee Members

TASK FORCE ON TEACHER EDUCATION

Strategic Plan

I. Steering Committee (10)

A. Composition

1. Teacher Educators

a. MACTE

2. Local and State Agency Personnel

3. Professional Representatives

4. Resource Staff (UMC)

B. Purpose

1. Develop Strategy for Task Force Review of Issues and Formulation of Recommendations

2. Identification of Principal Issues

3. Identification of Task Force Members

a. General sessions with discussion
b. Issues "briefs"
c. Summary papers by Steering Committee
d. Resource persons

C. Meetings

1. August - Planning

2. Late September or Early October - Prior to and after Task Force Meeting

3. October/November - Steering Committee Members Leads Task Force Sub-Groups

II. Task Force Group (20 + 10 Member Steering Committee)

A. Membership Representation

1. Higher Education

2. State and Local Education Agency

3. Business/Industry

4. State and Local Government

B. Organization

Three Sub-Groups Headed by Steering Committee Members

C. Meetings

1. October 16-17

2. November 13-14

3. December 11-12

III. Possible Issue Areas

A. Supply/Demand

1. Recruitment

2. Selective Admission

3. Alternative Certification

B. Preparation, Certification and Development of Teachers

1. General Education

2. Subject Matter Competence

3. Professional Education Including Field Experiences

4. Induction Including Professional Development Plans

5. Certification Requirements and Levels

LETTER OF INVITATION TO TASK FORCE MEMBERSHIP

October 1, 1986

Dear :

This letter is an invitation for you to participate in an important activity being organized through Governor Ashcroft's Missouri Opportunity 2000 Commission. This Commission, established by Governor Ashcroft early this year, involves 30 Missouri citizens serving as commissioners who are studying various factors that impact on the quality of life of Missourians. The Commission is co-chaired by Secretary of State Roy Blunt and former St. Louis Mayor, John Poelker. Dr. Jay Barton, the Vice President for Academic Affairs of the University of Missouri and Dr. William Danforth, Chancellor of Washington University, are respectively, the chair and vice-chair of the Commission's education committee. The project will culminate as the Commissioners make public policy recommendations that will guide Missouri's leadership as decisions are made that effect the lives of all Missourians as we move into the 21st century.

The activity in which you are invited to participate is a Task Force on Teacher Education. Through the numerous "crisis reports" that have highlighted the status and concerns for our nation's educational system, it has been reiterated time and time again that the teacher is the most important variable in the formula for educational excellence. The Task Force will provide advice and counsel to the Commission's education committee.

Because of your interest and the significance of the constituency group that you represent, you are being asked to participate as a member of a group that will review the significant issues related to the preparation and development of teachers. Subsequent to such a review, the Task Force will offer recommendations that could impact positively upon the cadre of teachers who will teach Missouri's children and youth of the 21st century. This Task Force, which will meet October 16-17, November 13-14 and December 11-12, has a steering committee which met in late August to frame the major issues and establish an agenda for the Task Force. In addition, a resource team of University of Missouri faculty has been at work to prepare the enclosed "briefing papers" to help provide a focus for members of the Task Force. We believe that this type of support will make the project manageable and will maximize the time and energy of the members of the Task Force. The format for the meetings are identical with a 5:30 p.m. social hour, a 6 p.m. dinner with a general session that will end by 9:30 p.m. The second day will begin with a continental breakfast at 8 a.m. and discussion

sessions throughout the morning with adjournment at noon. The meetings will be held in Columbia with the October meeting scheduled at the Campus Inn, 1112 Stadium Boulevard (740) and College Avenue (314-449-2731).

If you can make a commitment to meet with the Task Force one time in each of the months of October, November and December as well as review briefing papers that are provided, we would very much like for you to serve as a member of this group. Since this Task Force is representative of several professional organizations, agencies as well as the business and industrial groups, we can accept an alternate if your schedule will not permit full participation. The funding for this activity is quite limited; therefore, it would be helpful if your organization could support your travel and lodging costs (meals will be provided). Please complete and return the enclosed postcard by return mail since the time is so short.

Sincerely,

Gregg L. Hartley
Executive Director
Missouri Opportunity 2000

GLH:alc

Enclosures

EDUCATIONAL REFORM REPORTS SUMMARIZED FOR TASK FORCE

A Call for Change in Teacher Education. National Commission for Excellence in Teacher Education, 1985.

A Nation at Risk: The Report of the National Commission on Excellence in Education. The Imperative for Educational Reform, April 1983.

A Nation Prepared: Teachers for the 21st Century. The Report of the Task Force on Teaching as a Profession, May 1986.

Reaching for Excellence: An Action Plan for Educational Reform in Missouri. Missouri State Board of Education, 1984.

Time for Results: The Governors' 1991 Report on Education. The National Governor's Association, August 1986.

RESOURCE TEAM FOR TASK FORCE

Dr. Jo Behymer
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College of Education
University of Missouri-Columbia

Dr. Charles D. Schmitz
Professor
College of Education
University of Missouri-Columbia

Dr. Lynda West
Associate Professor
College of Education
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Mr. Don Zancanella
Graduate Assistant
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